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ABSTRACT

The Developmental Supervisory Competency Assessment System presented in this guide has been developed for use in the diagnostic analysis of the competencies of school personnel in instructional supervision. The system, intended for voluntary use by individual supervisors interested in professional self-improvement, combines self-assessment features with descriptions of performance from other, external sources. Over 200 instructional supervisory activities are specified and clustered into 36 competency statements. These statements are clustered in their turn into nine task areas: developing curriculum, providing materials, providing staff for instruction, organizing for instruction, relating special pupil services, arranging for inservice education, developing public relations, providing facilities for instruction, and evaluating instruction. Utilization of the system involves a four-phase process for selecting a task area to analyze, involving others in identifying specific competencies needing attention, determining specific performance activities needing work, and planning for developing ability in those performance areas. The material collected in this document includes a description of the system and its use, detailed specifications of the competencies covered, simulated responses (provided as examples) to the three instruments used in the system, and blank copies of the three instruments along with directions for their use. (Author/PGD)

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DeSCAS

THE DEVELOPMENTAL SUPERVISORY © COMPETENCY ASSESSMENT SYSTEM

By Ben M. Harris
The University of Texas at Austin

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A Complete Set of Instruments and Guides for Analyzing Instructional Supervisory Competence and Diagnosing Growth Needs

Third Edition

1982

INSTRUCTIONAL LEADERSHIP TRAINING MATERIALS ILTM

EA 015 172

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PART I

THE USER'S GUIDE

INTRODUCTION

The Developmental Supervisory Competency Assessment System has been developed for use in diagnostically analyzing the instructional supervisory competencies of school personnel. The system combines self-assessment with descriptions of performance from other, external sources. The diagnostic-analytic process is presented in a "do-it-yourself" format.

The DeSCAS materials presented here have been designed using nine task areas of supervision closely related to those described by Harris (1975). Thirty-six competency statements are specified with three or more competencies directly related to each task area. Competencies are diagnostically analyzed using nine separate performance inventories. Over two hundred performances are specified and clustered by competencies.

DeSCAS makes its greatest contribution when an individual instructional supervisor or supervising principal uses it purely voluntarily. The diagnosis is intended to lead directly to individual growth planning. The system has been utilized with intern principals and supervisors, and with highly experienced supervisors and administrators in both general and specialized kinds of positions. Reports for this variety of users indicate that the DeSCAS materials as presented are manageable and helpful in stimulating and guiding professional improvement activities.

A limitation that users will want to consider is one of

scope. Many of the non-instructional tasks of administrators and supervisors are omitted. There is no effort in this system to incorporate competencies relating to pupil personnel administration except as they are instructional in nature. Similarly, finance, budget, transportation, and many other administrative tasks of great importance are omitted because of their non-instructional character.

THE SYSTEM IN OVERVIEW

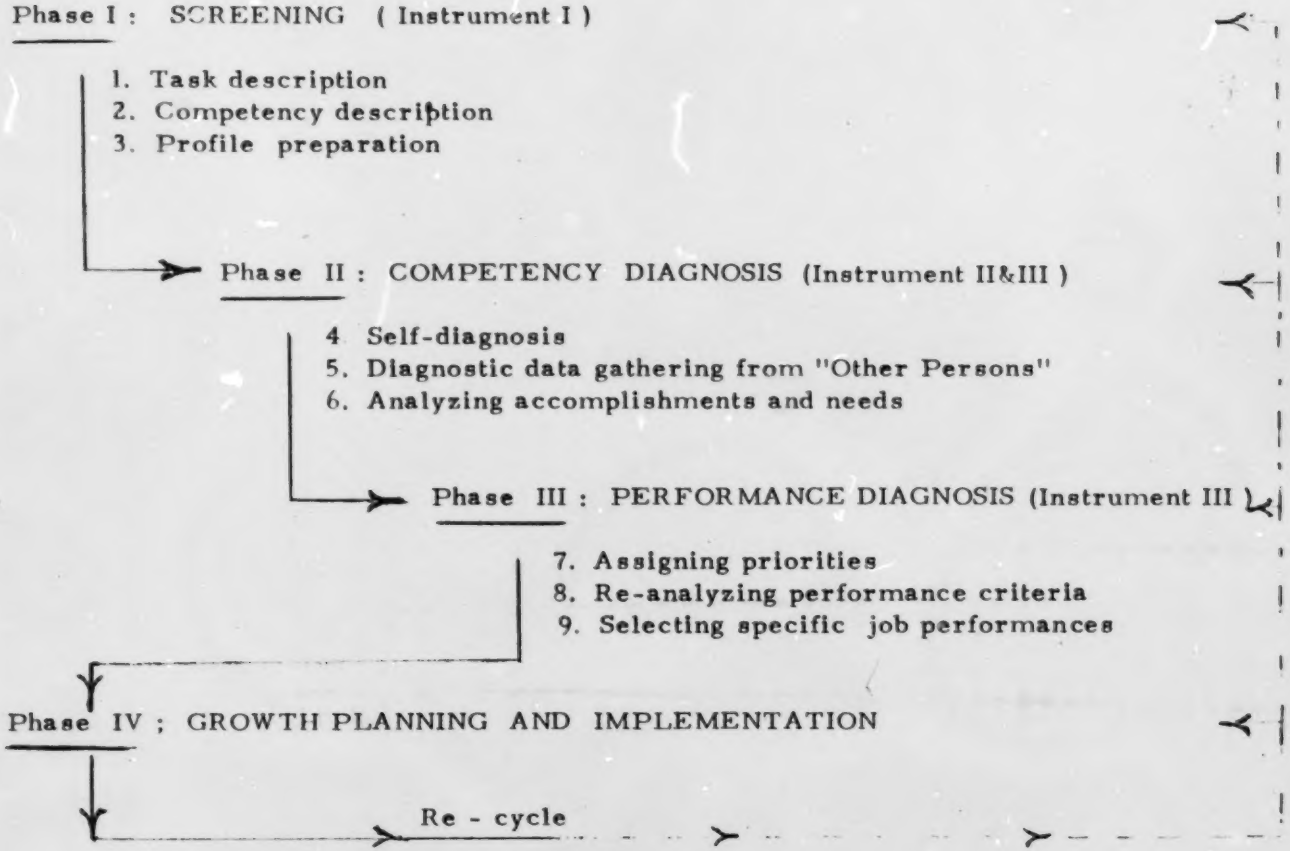
The sequence of events to be followed in utilizing the system is shown schematically in Exhibit 1. Thirteen events lead to a growth planning process. Since DeSCAS is essentially a diagnostic system, the specific events can be understood as falling into four rather distinct phases.

Phase I - Screening involves events 1 through 3. A self-report survey (Instrument I) is utilized to produce descriptions of performance as self-perceptions relating to both the tasks and competencies in supervision of instruction. A profile is prepared to summarize and display these survey data so that strengths are designated and a single task area is selected for further diagnosis.

Phase II - Competency Diagnosis involves events 4 through 6 and employes Instruments II and III. In this phase an instrument

Exhibit 1

FLOWCHART FOR COMPETENCY ASSESSMENT


Phase I : SCREENING (Instrument I)
1. Task description
2. Competency description
3. Profile preparation
Phase II : COMPETENCY DIAGNOSIS (Instrument II&III)
4 Self-diagnosis
5. Diagnostic data gathering from "Other Persons"
6. Analyzing accomplishments and needs
Phase III : PERFORMANCE DIAGNOSIS (Instrument III)
7. Assigning priorities
8. Re-analyzing performance criteria
9. Selecting specific job performances
Phase IV ; GROWTH PLANNING AND IMPLEMENTATION
Re - cycle

is selected to match the single task area chosen in Phase I. The Descriptive Inventory of Job Performance (Instrument II-A, or II-B, or II-C, etc.) is designed for use by four different individuals--client, superordinate, coordinate and self. One or more individuals in each of these four categories completes the inventory, describing the performance of the supervisor. These four sets of descriptions are then analyzed using Instrument III to diagnose both accomplishments and competencies in need of improvement.

Phase III - Performance Diagnosis involves events 7 through 9 using Instrument III. In this phase the one or two competencies clearly diagnosed as most in need of improvement is further analyzed to determine specific Performances that need attention. The Instrument III - Supervisory Competence Diagnostic Worksheet is used to guide analyzing each of the performances and give priority to one or more of them in growth planning.

Phase IV - involves growth planning and implementation through a system of inservice of education that is beyond the scope of DeSCAS.

MATERIAL FOR USE

All materials needed for completing the sequence of events through Phase III are included with this document. Most of the material has been briefly identified. Exhibit 2 lists all material

that are needed and available. Several items to be studied carefully are included as Exhibits 1, 2, 3 and 4. A completed set of instruments simulating the raw data and their use in Instrument III are included in Part Three. A complete set of blank instruments is provided in Part Four.

Part Two provides a document that deserves special attention before attempting to make any use of DeSCAS. This document--"Competency Statements for Diagnostic Analysis of Supervisory Performance"--specifies in considerable detail each of the competencies on which all instrumentation is based. It is essential that these competency statements be carefully reviewed prior to using Instrument I. (See Part Two, page 24)

The blank instruments provided in Part Four can be treated as masters for use in reproducing copies as needed for implementing the system. Reproduction in limited quantities of these instruments for personal use requires no permission. However, all materials are protected by copyright restrictions and reprinting beyond the limited numbers required for personal use must be authorized in writing. A set of Directions is provided in Part Four for each of the three instruments. These directions should be reviewed carefully prior to completing each instrument.

EXHIBIT 2

LIST OF MATERIALS

	Location
Flowchart for the Developmental Supervisory Competency Assessment System ----------	Exhibit 1
List of Materials ----------	Exhibit 2
Abbreviated List of Professional Supervisory Competencies ----------	Exhibit 3
Illustrative Profile Sheet ----------	Exhibit 4
Simulated Data: Instrument I - Self-Assessment Survey of Supervisory Competencies (The Profile only) ----------	Part Three
Simulated Data: Four Sources of Data Combined for Instrument II-F-Descriptive Inventory of Job Performance (Inservice Education) --	Part Three
Simulated Data: Instrument III - Supervisory Competence Diagnostic Worksheet --------	Part Three
Competency Statements for Diagnostic Analysis of Supervisory Performance ----------	Part Two
Blank Copies of Instruments I, II, and III for Reproduction ----------	Part Four

THE PROFESSIONAL SUPERVISORY COMPETENCIES

Nine task areas are identified as the domains within which the various competencies are defined. Thirty-six (36) specific competencies are described in Part II. They are "scrambled" and out of sequence for purposes of easy use when completing Instrument I, Section 2.

Exhibit 3 below provides an abbreviated listing of all task areas and competencies. It is important to keep in mind that these are abbreviated descriptors. Each competency statement can best be understood as a fairly complex array of performances which are fully explicated in Part II, pages 24 to 36. Exhibit 3 provides only a "birds-eye-view."

Instrument(s) II are nine in number, and correspond to each task area. Items in each Instrument II are performance statements which relate specifically to a given competency. The logical relationships between task area, competency, and performance can be visualized as follows:

Nine Task Areas:

A B C D E F G H (I) = Evaluating

Three or more Competencies per Task Area: I-1, I-2, I-3, (I-4) = Analyzing and Interpreting Data

Several Performance Items per Competency: Items l, p, r, u, v, w, x, z, bb, and dd.

EXHIBIT 3

Abbreviated List of
Professional Supervisory Competencies

A. Developing Curriculum

A-1 Setting instructional goals
A-2 Designing instructional units
A-3 Developing and adapting curricula

B. Providing Materials

B-1 Evaluating and selecting learning materials
B-2 Producing learning materials
B-3 Evaluating the utilization of learning resources

C. Providing Staff for Instruction

C-1 Developing a staffing plan
C-2 Recruiting and selecting personnel
C-3 Assigning personnel

D. Organizing for Instruction

D-1 Revising existing structures
D-2 Assimilating programs
D-3 Monitoring new arrangements

E. Relating Special Pupil Services

E-1 Analyzing and securing services
E-2 Orienting and utilizing specialized personnel
E-3 Scheduling services
E-4 Evaluating the utilization of services

F. Arranging for Inservice Education

F-1 Supervising in a clinical mode
F-2 Planning for individual growth
F-3 Designing inservice training sessions
F-4 Conducting inservice training sessions
F-5 Training for leadership roles
F-6 Assessing needs for inservice education
F-7 Developing a master plan
F-8 Writing a project proposal
F-9 Designing a self-instructional packet
F-10 Designing a training program series

G. Developing Public Relations

G-1 Informing the public
G-2 Involving the public
G-3 Utilizing public opinion

H. Providing Facilities for Instruction

H-1 Developing educational specifications
H-2 Planning for remodeling
H-3 Outfitting a facility

I. Evaluating Instruction

I-1 Observing and analyzing teaching
I-2 Designing a questionnaire
I-3 Interviewing in-depth
I-4 Analyzing and interpreting data

Task areas are defined, in a very practical sense by the competency and performance statements. However, it is obvious to experienced supervisors that many more competencies and performances could easily be identified. These 36 competencies are widely acknowledged as important to successful efforts at improving instruction. However, they should not be regarded as a comprehensive, or all inclusive set.

The task areas have been more carefully defined by Harris (1975). In brief, the following descriptions more clearly describe each task area:

A - Developing Curriculum: The process of improving guidelines for instruction.

B - Providing Materials: The process of improving the availability of resources for learning in both school and community.

C - Providing Staff for Instruction: The process of improving the recruitment, selection and assignment of personnel for instruction.

D - Organizing for Instruction: The process of improving organizational structures to facilitate instruction.

E - Relating Special Pupil Services: The process of serving and providing supporting services to students, parents, and staff for improving instruction.

F - Arranging for Inservice Education: The process of improving the quality of instructional practice within the staff by providing growth opportunities.

G - Developing Public Relations: The process of improving the quality of working relationships between the school staff and the public to promote instructional improvements.

H - Providing Facilities for Instruction: The process of arranging for the development and acquisition of facilities and equipment to promote improved instructional practices.

I - Evaluating Instruction: The process of gathering, analyzing and interpreting data in ways that guide other improvement of instruction processes.

While each of these task areas could be more widely viewed, each one is restricted to a focus on instruction and on the improvement processes. In Instrument I - Section 1, each of these task areas are described in less formal language, but with essentially the same frame of reference.

In Phase II - Competency Diagnosis, a set of nine (9) instruments is provided for use in self-analysis. These same instruments are utilized by "other persons" to provide estimates of performance from several sources. Only one of these nine instruments is utilized, of course, at any one time, based on the self-assessment survey completed in Phase I.

The nine Phase II instruments are each entitled Descriptive Inventory of Job Performance and carrying designations II-A, Curriculum Development, II-B, Providing Materials, etc. to conform to each of the nine task areas. These descriptive inventories are provided for use in Part Four, p. 44 - 79. An illustration of II-F, Inservice Education is found on pages 39 - 41.

The specific behaviors for each competency within each inventory (II-A, II-B, II-C, etc.) are not in any logical order. These items have been scrambled to encourage those describing the supervisor's performance to be as objective as possible in estimating each component of a specific competency.

PROCEDURES FOR SELF-ASSESSMENT

INSTRUMENT I

The instrument calls upon the supervisor to systematically analyze nine (9) task areas of supervision using a forced choice technique (Section 1); and then to indicate current levels of competence on thirty-six supervisory competencies (Section 2). These two sets of self-report data are then transferred to a profile sheet. When completed, the profile describes the overall pattern of performance of the supervisor by task areas as perceived by self. A single task area is then selected for a more careful, more diagnostic assessment of related competencies.

The procedures for the completion of the Self-Assessment Survey of Supervisory Competencies - Instrument I are presented below. They should be followed carefully to avoid difficulties. The working time to complete this survey is approximately 40 minutes.

Describe your performance capability by choosing only one of each pair of task statements presented in Section 1 - Task Choices. You should choose in each instance the one statement which best reflects your ability to perform as a professional supervisor. (15 minutes)

You will often want to choose both statements in a set, feeling that both of them describe your performance capability. You must make a choice as best you can! You will have repeated opportunities to choose every task statement, if you wish.

Identify and mark the competencies which are most and least descriptive of your ability to perform as a professional supervisor. Mark the statements in Section 2 as directed. Be objective! Try not to over-estimate or under-estimate your ability to perform. (10 minutes)

Transfer your choices of tasks from Section 1 to the Profile sheet. Simply tally the frequency of choices opposite the appropriate task area. All task areas are identified with the letters A thru I. (10 minutes)

Transfer your designations of competencies from Section 2 to the Profile sheet. Insert in the numbered parentheses opposite each task area designations marked in related items. For instance, if item 2 is marked (+) that same designation is transferred to the profile opposite "D. Organizing for Instruction" and is recorded in the first set of parentheses, since it is coded "D-1" in section 2. Similarly, all pluses and all minuses are transferred to the Profile sheet and recorded in parentheses that correspond to the task area and number shown for each competency statement.

Do not transfer any blanks! The completed profile should display your self-estimates of your performance capability and competence as illustrated below in Exhibit 4.

Exhibit 4
ILLUSTRATION OF
Instrument I

SELF-ASSESSMENT SURVEY OF SUPERVISORY COMPETENCIES ©

The Profile

Name Kim Doe Date 8/10/8-

School/District Paradise Cove Schools Position Coord. of Language

TASK AREAS	No. of Choices	Competencies 1	2	3	4	5
A - Developing Curriculum	IIII 4	(+)	( )	( )		
B - Providing Materials	IIII 5	(+)	(+)	(+)		
C - Providing Staff	II 2	( )	( )	( )		
D - Organizing for Instruction	IIII 4	( )	(+)	( )		
E - Relating Special Pupil Services	IIII II 7	(+)	(+)	(+)	( )	
F - Arranging for Inservice Education	III 3	(−)	( )	(+)	(+)	(**)
		6(−)	7(+)	8( )	9( )	10(−)
G - Developing Public Relations	IIII II 7	(+)	(+)	(+)		
H - Providing Facilities	II 2	( )	( )	(+)		
I - Evaluating Instruction	II 2	( )	( )	( )	(+)	
TOTALS	(36)	Pluses (+)=(16)			Minuses (-)=(4)	
Selected Task Area: (for diagnostic analysis)	[F]	Strengths:		B, E, G		

Comments:

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In the illustration above two task areas are self-reported as highly descriptive of this supervisor's performance capabilities. E. Special Pupil Services and G. Public relations were chosen seven out of eight times over other task areas. Task areas A. Developing curriculum, B. Providing materials and D. Organizing for instruction are also fairly frequently chosen. By contrast, three task areas were rarely chosen. C. Staffing , H. Facilities and I. Evaluating were chosen only twice and hence were not chosen six other times each.

This supervisor also self-reported sixteen (16) out of thirty-two competencies as "most" descriptive of his or her ability to perform. He or she perceived only four (4) "least" descriptive competencies, while ten (10) were left blank indicating either uncertainty or middle range competence.

Decide, now, on a single task area as a target for further diagnostic analysis.

Your target will generally be one with (a) few choices and (b) few pluses or many minuses on The Profile sheet. You must choose!

In the illustration above, notice that task areas "C", "H" and "I" are least frequently chosen. However, task area "F - Inservice Education" is also rarely chosen and numerous minuses and blanks are reported. The supervisor may, under these conditions, prefer to choose task area F as a target for diagnostic analysis.

Record one chosen task area at the bottom of the profile in the braket labeled "Selected Task Area (for diagnostic analysis)." Record another one or more task areas for possible future review and recycling under "comments."

PROCEDURES FOR DIAGNOSTIC ANALYSIS

INSTRUMENTS II AND III

Once a single task area has been targeted for further analysis, it is necessary to diagnose both strengths and weaknesses in competencies within that task area. Since the competency statements presented in Section 2 of the Self-Assessment Survey (Instrument I) describes very large clusters of complex supervisory performance, they have been broken into smaller competencies for more definitive diagnosis.

Still another procedure is required. Self-estimates of ability to perform must be viewed with a skeptical eye. Hence, the diagnostic analysis process calls for securing estimates of your ability to perform from one or more "other persons". A set of instruments is employed for securing these new estimates on the more carefully detailed competency statements. Instrument II - Descriptive Inventory of Job Performance is provided in Forms A thru I to correspond to the nine separate task areas.

Secure Instrument II in the form that corresponds to the task area selected for further analysis. (See The Profile sheet).

Complete Instrument II as directed,

Distribute copies of Instrument II for responses from one or more of the following other persons:

--Your client. Someone who has received your services or has been closely associated with your supervisory efforts recently.

--Your superordinate. Someone who has knowledge of your supervisory efforts and oversees and evaluates you as a professional.

--Your coordinate. Someone who has close working relationships with you and has very similar responsibilities.

Ideally, each of these kinds of other persons should be asked to provide data for your use on Instrument II. A minimum of one other person is required for diagnostic purposes. One of each kind is desirable. Several respondents of any one kind can be very helpful.

Record data from all Instrument II respondents (Self-included) on the Supervisory Competence Diagnostic Worksheet, Instrument III. Column (1) of this form provides space for indicating the competencies under study within the selected task area. Columns (2), (3), (4), and (5) provide for recording the designations of competence (job performance) from the various Instrument II respondents. (See p. 39)

Write the competency codes (A-3, F-1, G-2, etc.) and the titles of the competencies in Column (1), Instrument III. Refer to "Abbreviated List" of competencies (p. 8) or "Competency Statements" (p. 24).

Transfer all designations of (+) or (-) to the Diagnostic Worksheet (Instrument III) in columns (2) thru (5).

--Use column (2) only for self-report data.

--Use colunns (3), (4) or (5) for data from "other persons" being sure to keep client, coordinator, and superordinate data separately.

--Leave blank any column for which there is not a respondent.

--IF more than one other person of a particular kind

responded, record all of these designations in the same column.

--Record pluses (+), minuses (-) and blanks as well in columns (2), (3), (4) and (5). All blanks on Instrument II are recorded in these columns as zeros (0).

--Be sure to record +, 0, and - designations on the line that corresponds to the competencies designated on Instrument II. For instance, an item coded (F-1) should have all its designations (+, 0, -) recorded on the line opposite the "F-1 Supervising in a Clinical Mode." Since there are several job performances stated in Instrument II for every competency, multiple designations will often be recorded on each line in each column 2 thru 5.

Estimate job expectations associated with each competency. Use column (6) to indicate your knowledge of the job situation you are in. Estimate the extent to which each competency is related to job expectations.* Designate each competency in column (6) as follows:

+ = Highly related to what is expected of me in this job situation.

- = Only remotely related to what is expected.

0 = Only somewhat related to what is expected of me.

You now have an array of data from various sources and perspectives. These data have been aggregated along competency lines and should indicate three things.

---

*For interns or other trainees, column (6) should reflect your estimate of job expectations for the position you hope to attain in the near future.

1) What competencies (if any) appear to be accomplishment? The data are consistent in indicating that I can perform in this way.

2) What competencies (if any) appear to be needs for professional growth? The data are consistent in indicating that I cannot perform this way (yet it is a job expectation).

3) What competencies (if any) appear to deserve further consideration at some later date? The data are inconsistent in some ways, and hence deserve further diagnostic attention.

Determine which competencies are most clearly "accomplished." Circle the star (✡) in column (7) for any competency which has pluses in all columns 2, 3, 4, and 5, and has no minuses in those columns with few, if any, zeros. Since any one of these columns could have several designations, use the star conservatively to designate accomplishment.

Decide which competencies are most clearly not accomplishments. These are those with numerous minuses in columns 2, 3, 4, and 5; however, it may also be those with many zeros, a few minuses, or a rare plus. Mark with an "X" all of these competencies that are most clearly not accomplished. Record these needs in column (8).

Designate uncertain competencies in column (8) with a question mark (?). Competencies with combinations of zeros and pluses, or only a very few pluses but also a few minuses should be designated this way.

Prioritize your needs for growth among these supervisory competencies. If only a single need has been determined and recorded in column (8) then you need only decide whether it should have priority

over <u>recycling</u> to secure new data. If you have recorded two or more needs, you may want to consider their relative importance. Refer to column (7) at this point to assist you in assigning higher priority to any competency need that is <u>also</u> high in job expectancy. Record priorities in column (8) alongside the "X" designation of a need for growth.

Also, use column (8) to make notes on <u>needs</u> that are not being given a priority. Your options include:

<u>Recycle</u> -- get new data.

<u>Hold</u> -- consider for future growth planning.

<u>Transcribe</u> the priority competency statements to Instrument III, Part 2, column (9). Since you will be using this information during the growth planning process, it is important to review the <u>full competency statements</u> here. Refer to "Competency Statements for Diagnostic Analysis of Supervisory Performance" for complete description of each competency. (See Part Two, p. 24 to 36)

<u>Write</u> in column (10) the specific <u>job performance</u> statements for each priority competency. Refer to Instrument II for these statements.

<u>Transfer</u> the minus designations <u>only</u> (-) from all Instrument II forms for <u>those</u> job performances (items) that correspond to your selected priority competency needs. Record these in column (11).

<u>Select</u> one or more job performances to use as the specific focus for professional growth planning.

<u>Designate</u> and <u>prioritize</u> the job performances according to the frequency of the minus designations.

--Mark with an "X" in column (12) any job performance that has minuses designated.

--Prioritize job performances in column (12) if they are numerous.

--If job performances are rarely designated with minuses then mark one or more with an "X" on the basis of the frequency of blanks designated by Instrument II respondents.

PROCEDURES FOR GROWTH PLANNING

A set of prioritized job performance statements as shown on page 43, offers the instructional supervisor a concrete starting point for professional growth planning. Growth planning can be informal with casual implementation procedures. However, there is much to be said for a formal plan that becomes a tangible guide to implementation. In fact, when cooperatively developed growth plans are based on DeSCAS diagnoses, they become convincing documentation for securing authorizations for leaves, workshop participation, field trips, visiting consultants, and training materials.

The Individual Professional Growth Plan

Growth plans take various forms. They should be written, of course, be detailed enough to serve as a guide to action, but also communicate clearly what is expected. Generally, a plan consists of four sections as follows:

1) Job performance descriptions
2) Activity descriptions
3) Target dates for completion
4) Resource persons or materials designations

In addition, it is sometimes suggested that evaluation of growth in each job performance should be designated, but the DeSCAS instruments can readily be re-used for this purpose.

1) Job performance descriptions. The #1 priority job performance selected by L. S. Lorenz (p. 43) can be used to illustrate this section of a written growth plan:

> F-3 - Designing Inservice Training Sessions
> F-3-f - Specifies objectives for an inservice training session that clearly relate to needs of participants in ways that are realistic for accomplishment yet important for improving instruction.
> a) Not fully aware of alternative needs assessment instruments and procedures.
> b) Not skilled in specifying objectives in behavioral or performance terms.
> c) Tend to be unrealistic in variety and complexity of objectives included for any given session

The instructional supervisor is detailing for himself (or herself) several "problem" elements in his or her performance. When collaborative planning is undertaken with ones colleagues, these "problems" can be most readily brought to the surface. The illustration above of three problem elements being detailed also points to the need for considering the level of learning that may be most urgently needed. Problem element (1) suggests the need for knowledge about instruments and procedures while element (2) suggests skill development and element (3) calls for growth in understanding and judgment.

2) Activity descriptions. This section of the growth plan should list and describe a limited set of activities selected for promoting the designated learning, i.e. overcoming problem elements. By way of illustration:

(b) Not skilled in specifying objectives...

-Read R. Mager's, Preparing Objectives for Programmed Instruction (1962) Fearon Press, San Francisco.

-Read sections of Bloom's, Taxonomy of Educational Objectives, Part I (1956). McKay Publishers, N.J.

-Use the laboratory training material provided in Harris, Bessent and McIntyre, Inservice Education: A Guide to Better Practice (1969). Prentice Hall, Inc., Englewood Cliffs, N.J. (Chapter 10, p. 214-229).

-Study "Illustration of a Planning Document for an ISE Session", Appendix C in Ben M. Harris, Improving Staff Performance Through Inservice Education. (1980) Allyn and Bacon, Inc. Boston. p. 359-60.

-Rewrite objectives for an "old" inservice session, attempting to use models provided.

-Write objectives for a new session, attempting to specify performances at three of four levels of explicitness.

A broad array of activities needs to be considered in preparing the activity plan. (See Harris, 1975, p. 72-87).

3 & 4) Target dates and resources. The individual professional growth plan is made more compelling and serves as a schedule when dates are established for the completion of each activity. Dates are determined by considering the most appropriate sequence of activities, the length of time required for completion, and the other responsibilities that also need to be fulfilled. If in doubt, dates should be sequenced as logically as possible and set to avoid undue lapses of time. It is better to be under some pressure from due dates than to allow a series of activities to "drag" on and on.

Resources are often designated quite fully in the process of detailing the activities as illustrated above. However, when activities

call for visiting other places, utilizing consultants, or securing authorizations, then it is important to specify these resources. For instance:

> -Visit with a specialist in writing objectives to secure examples of training plans to study. Contact College of Education, Dean Lorin Kennamer, (512) 471-7552.

A form for use in preparing the Growth Plan is not provided among the DeSCAS materials. However, an illustration of a form that has been used with classroom teachers can be found in"The DeTEK Handbook" in the Developmental Teacher Evaluation Kit by Ben M. Harris and Jane Hill (1982), page 59.

PART TWO

COMPETENCY STATEMENTS

for

DIAGNOSTIC ANALYSIS OF

SUPERVISORY PERFORMANCE*

*Adapted from "Critical Competency Statements" published in Professional Supervisory Competencies, Austin, Texas: Special Education Supervisor Training Project. Ben M. Harris, Co-Director. Revised edition, 1975. Orginal validation of these "statements" funded by BEH/USOE (IAC) 72-73-1257, a grant to the Texas Education Agency and the College of Education, The University of Texas at Austin.

Evaluating and Selecting Learning Materials

Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

B-1

2

Revising Existing Structures

Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

D-1

3

Scheduling Services

Given diagnoses of pupils' needs and regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide the services, and to provide an opportunity for recipients of the services to maintain maximum integration with regular school programs.

E-3

4

Supervising in a Clinical Mode

Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various planning and in-service experiences to produce significantly improved teacher behavior. F-1

5

Conducting In-Service Training Sessions

Given a description of a specific staff group, the supervisor can select an appropriate training plan, make arrangements, and lead participants through a sequence of meaningful learning activities. F-4

6

Utilizing Public Opinion

Given public opinion data regarding an educational matter, the supervisor can establish the urgency of the topic, determine the facts involved, and as appropriate, utilize the information guiding the decision-making process for modification of current programs or practices. G-3

7

Setting Instructional Goals

Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

A-1

8

Producing Learning Materials

Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

B-2

9

Planning for Individual Growth

Given a teacher and data concerning various facets of his/her on-the-job performance, the supervisor can assist the teacher in establishing individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for interim and terminal evaluation, and a specified period for accomplishing the objectives.

F-2

10

Involving the Public

Given any kind of community, the supervisor can plan and organize for parents and other interested individuals, in great variety and representing diverse segments of the community, ways of becoming productively involved in and trained to assist with various educational programs.

G-2

11

Evaluating the Utilization of Learning Resources

Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and, based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

B-3

12

Evaluation of the Utilization of Services

Given a plan for providing better supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria and can propose recommendations that would increase the effectiveness and quality of the support system.

E-4

13

Designing In-Service Training Sessions

Given a description of a specific staff group, including description of their needs for training, the supervisor can design or adapt a training session plan specifying objectives, activities, procedures, materials, and methods for evaluation to assure participant interest, involvement, and learning. F-3

14

Training for Leadership Roles

Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct in-service sessions and to provide follow-up activities that result in the improvement of instructional skills. F-5

15

Designing Instructional Units

The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures. A-2

16

Informing the Public

The supervisor can establish, promote and maintain favorable impressions of public school programs among community members by disseminating school information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders. C-1

17

Developing a Staffing Plan

Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions. C-1

18

Assimilating Programs

Given a successful instructional program operating within a center, school, classroom, or other unit, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof into a larger system, prepare a timetable and assignments for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred. D-2

19

Analyzing and Securing Services

Given a need for supporting services, the supervisor can develop a list of sources from which to secure such services, and can develop a proposal for adding such services to the system with efficiency and effectiveness.

E-1

20

Developing and Adapting Curricula

Having secured innovative curricula developed either inside or outside the school or district, the supervisor can adapt the curricula to meet the needs of a student or student group, and make them available to local personnel for use in guiding instructional planning.

A-3

21

Recruiting and Selecting Personnel

Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

C-2

22

Monitoring New Arrangements

Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

D-3

23

Assigning Personnel

Given the task of assigning new personnel and reassigning currently employed personnel to achieve instructional improvements, the supervisor can analyze the needs, expectations, and composition of existing staff groups in various units, and, based on that analysis, can prepare and justify recommendations for assigning and reassigning staff members to positions for optimum educational opportunity.

C-3

24

Orienting and Utilizing Specialized Personnel

Given a need for specialized assistance, the supervisor can secure the services of a variety of resource persons and can make arrangements for these persons to contribute their unique expertise to assist staff in serving student needs.

E-2

25

Assessing Needs

Given a client group, the supervisor can produce an assessment of needs for inservice education which results in a set of priorities in terms of individuals, programs and organizations.

F-6

26

Developing Educational Specifications

Given a school, district or program requiring new facilities, the supervisor can identify instructional programs that need to be improved, develop educational specifications clearly indicating anticipated instructional operations and suggesting departures from present practices related to facilities.

H-1

27

Observing and Analyzing Teaching

Given a teacher or program to be evaluated, the supervisor can utilize systematic procedures and objective instruments for observing in classroom(s) to produce reliable data with useful analyses and interpretations of teacher performance.

I-1

28

Planning for Remodeling

Given a facility which no longer serves instructional purposes well, the supervisor can develop a detailed analysis of discrepencies between desired instructional activities and the physical characteristics of the facility.

H-2

29

Developing a Master Plan

Given a diverse client group and an array of programs in operation, the supervisor can develop a master plan for inservice education of all personnel which provides clear guidelines for specific programs, identifies resources required and available, and designates strategies and relationships among inservice program plans.

F-7

30

Designing a Questionnaire

Given a staff group or program to be served, the supervisor can construct a questionnaire which elicits objective, reliable, discriminating information for use in evaluating materials, instructional activities, or program outcomes.

I-2

31

Writing a Project Proposal

Given a specific set of training priorities and a client group, the supervisor can write a program or project proposal for inservice education which details goals and objectives, describes activity sequences, displays schedules, costs, staffing arrangements, and materials; but also defines evaluative criteria.

F-8

32

Outfitting a Facility

Given a new or remodeled facility to be outfitted, the supervisor can produce a list of all essential and desirable instructional equipment. specifying educational requirements and justifying high priority items.

H-3

33

Designing a Self-Instructional Packet

Given a specific kind of training that is needed recurrently, the supervisor can produce a self-instructional training packet which employs multimedia, carefully sequenced content, and outcome measures built in to provide feedback to users.

F-9

34

Interviewing In-Depth

Given the need for in-depth information from individuals, the supervisor can conduct an interview, using a structured schedule which will gather reliable and discriminating data of greater "depth" than that generally produced by questionnaires.

I-3

35

Designing a Training Program Series

Given a clearly defined goal for inservice education, the supervisor can lead a group in planning and designing a series of sessions, all of which relate to the same goal but have differentiated objectives, provide for active participation, and assure opportunities for freedom of choice.

F-10

36

Analyzing and Interpreting Data

Given an evaluation problem and an array of raw data from various sources, the supervisor can analyze and draw useful interpretations, using several tabular, graphic and statistical techniques.

I-4

PART THREE

ILLUSTRATIONS OF SIMULATED DATA FOR

L. S. LORENZ-CURRICULUM DIRECTOR

SUMULATED DATA

Instrument I

SELF-ASSESSMENT SURVEY OF SUPERVISORY COMPETENCIES ©

The Profile

Name L. L. Lorenz Date May 16, 198-

School/District Algonquin Coop. Position Curr. Director

TASK AREAS	No. of Choices	Competencies 1	2	3	4	5
A - Developing Curriculum	7	(+)	(+)	(+)		
B - Providing Materials	4	(+)	( )	( )		
C - Providing Staff	5	( )	(+)	(+)		
D - Organizing for Instruction	8	(+)	( )	( )		
E - Relating Special Pupil Services	1	( )	(−)	(−)	(+)	
F - Arranging for Inservice Education	2	(+)	( )	( )	(−)	(+)
		6( )	7(−)	8(+)	9( )	10( )
G - Developing Public Relations	3	( )	(−)	( )		
H - Providing Facilities	2	( )	( )	( )		
I - Evaluating Instruction	4	(−)	(+)	(+)	( )	
TOTALS	(36)	Pluses (+)=(13)		Minuses (-)=(6)		
Selected Task Area: (for diagnostic analysis)	[F]	Strengths:	E, G, B			

Comments:

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SIMULATED DATA :
FOUR DATA SOURCES COMBINED

Supervisory Competency Self-Assessment System

Instrument II - F

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Inservice Education

Supervisor
Being Described L.S. Lorenz Date 5/23/198-

Title Curriculum Director

Person Reporting
Relationship to Supervisor: Client (✓) Superordinate (✓)
(Check only one) Self (✓) Coordinate (✓) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.

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Self	Inservice Education Performances	Teacher	Co-Worker	Superint.
(+)	a. Observes systematically in a classroom, using a selected observation instrument, producing highly reliable, objective data. (F-1)	+	-	+
( )	b. Selects a training plan or strategy for a specific group which is clearly appropriate to their needs. (F-4)	-	+	
(+)	c. Interprets data on teacher performance using collaborative procedures which encourage the client to question, contribute, choose and accept without coercion. (F-2)	+	+	
(+)	d. Identifies highly competent teachers(or others) with potential leadership ability and promotes their interest in inservice education. (F-5)	-	+	+
(+)	e. Leads a teacher (or other client) through a complete clinical cycle leading to improved classroom practice. (F-1)	+	+	+
( )	f. Specifies objectives for an inservice training session that clearly relate to needs of participants in ways that are realistic for accomplishment yet important to improving instruction. (F-3)	-	-	
(-)	g. Arranges for an inservice training session with thoroughness; providing for advanced information, physical arrangements, and all essential resources. (F-4)		-	-
(-)	h. Describes an array of distinct inservice programs, showing their relationships to priority needs and their relationships to each other within a master plan for inservice education. (F-7)	-	-	
(+)	i. Selects and adapts (or constructs) needs assessment instruments and procedures for gathering data on inservice training needs as reflected by individuals, programs, and institutions. (F-6)		+	+
( )	j. Writes project or program proposals which clearly convey ideas about the problem, goals and objectives. (F-8)			
(+)	k. Conducts a supervisory interview with a teacher (or other client) using non-directive techniques and shared decision-making procedures. (F-1)	+		+
( )	l. Sequences the content and objectives for a self-instructional training packet so as to be easily and logically followed. (F-9)			
(+)	m. Leads a group in systematic planning of a series of inservice education sessions to assure that each session is related to the others. (F-10)		+	
( )	n. Analyzes needs assessment data in ways that assist decision-makers to fully understand the variety, intensity, and complexity of needs. (F-6)			
(-)	o. Assists the teacher (or client) in selecting and carefully specifying objectives for his/her change in classroom practices. (F-2)		-	
(-)	p. Identifies resource needs and their sources in relation to specific programs of inservice education. (F-7)			-
(+)	q. Constructs displays for program and project proposals that clearly communicate activity schedules, cost estimates, and staffing arrangements. (F-8)	+	+	

Self			Teacher	Co-Work	Supt
( )	r.	Plans a training session to include a variety of stimulating, involving activities, with materials and procedures for their use clearly developed. (F-3)	+	−	
( )	s.	Provides training for teachers and other clients who are given responsibilities for planning and implementing inservice education activities. (F-5)		+	−
( )	t.	Leads participants in a session through a sequence of meaningful activities, maintaining task orientation, promoting involvement, and respecting participants needs. (F-4)			−
(+)	u.	Consults with decision-makers and planners in prioritizing needs and relating them to long-, short-, and intermediate-range inservice plans. (F-6)		+	+
( )	v.	Selects or develops media for inclusion in a self-instructional packet that provides for stimulating and trouble free progress by users. (F-9)			
( )	w.	Develops a schedule of experiences to be arranged for stimulating individual teacher (client) growth, including specifying target dates and responsibilities. (F-2)		+	
(−)	x.	Designates strategies for use in inservice programs, matching strategies to needs and constraints for efficiency and effectiveness. (F-7)		−	
(+)	y.	Organizes "debriefing" sessions or other forms of feedback for teachers (or other clients) who have assumed leadership responsibilities for inservice education sessions. (F-5)	+	+	
(−)	z.	Guides planning of an inservice education program or series to assure that activities will offer active, meaningful, practical involvement for participants. (F-10)		−	+
(−)	aa.	Develops evaluation procedures and materials for providing feedback on an inservice training session that clearly assists with future planning. (F-3)		−	
(+)	bb.	Coordinates the work of various individuals in preparing a program or project proposal that conforms to expectations and gets attention. (F-8)	+	+	
( )	cc.	Programs self-instructional activity sequences with "progress tests" or other provisions for feedback to users. (F-9)			
(−)	dd.	Designs inservice education programs to assure responsiveness to individual differences and freedom of choice for participants. (F-10)			

REMINDER: Have you designated some items (+) and others (-)?
Have you left some blank ( )? Thank you.

INSTRUMENT III

SUPERVISORY COMPETENCE DIAGNOSTIC WORKSHEET ©

Supervisor L.S. Lorenz Title Curriculum Director Date 5/27/198-

School/District Algonquin Consolidated Selected Task Area : A B C D E (F) G H I
(Circle one)

(1) Competencies (Write number and title)	(2) Self-Assessment	(3) Other Persons: Clients (n= 1)	(4) Other Persons: Coordinates (n= 1)	(5) Other Persons: Superordinate	(6) Accomplishments (circle)	(7) Job Expectations	(8) Selected for Diagnosis
F-1 Supervising in a clinical mode	+++	+++	-+o	+++	(o)	No	
F-2 Planning for individual growth	+ -	+oo	+-+	ooo	o	No	
F-3 Design. inservice train. session	-oo	-+o	---	ooo	o	yes	X #1
F-4 Conducting training sessions	-oo	-oo	+-o	--o	o	yes	X #2
F-5 Training for leadership roles	++o	-+o	+++	+-o	o	yes	
F-6 Assessing needs for ISE	++o	ooo	++o	++o	(o)	yes	
F-7 Developing a master plan	---	-oo	-o-	-oo	o	?	X #3
F-8 Writing project proposals	++o	++o	++o	ooo	(o)	yes	
F-9 Design. self-instruct. packets	ooo	ooo	ooo	ooo	o	?	Recycle
F-10 Design. training programs	+ - -	ooo	+-o	+oo	o	?	Hold

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Instrument III continued
Supervisory Competence Diagnostic Worksheet

(9) Selected Competencies (Record by code and title)	(10) Identified Job Performances (Write full statements) Item Code	(11) Frequency of Minuses	(12) Select, Mark "X", & Prioritize
F-3 - Designing Inservice Training Sessions.	f - Specifies objectives for an inservice training session that clearly relate to needs of participants in ways that are realistic for accomplishment, yet important to improving instruction.	--	X #1
	r - Plans a training session to include a variety of stimulating, involving activities, with materials and procedures for their use clearly developed.	- +	X #3
F-4 - Conducting In-Service Training Sessions.	b - Selects a training plan or strategy for a specific group which is clearly appropriate to their needs.	-	Hold.
	g - Arranges for an inservice training session with thoroughness; providing for advanced information, physical arrangements, and all essential resources.	---	X #2
F-7 - Developing a Master Plan	h - Describes an array of distinct inservice programs, showing their relationships to priority needs and their relationships to each other within a master plan for inservice education.	---	Hold
	x - Designates strategies for use in inservice programs, matching strategies to needs and constraints for efficiency and effectiveness.	--	Hold

NEXT STEPS: PREPARE A GROWTH PLAN. IMPLEMENT THE GROWTH PLAN. RECYCLE.

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PART FOUR

INSTRUMENTS AND DIRECTIONS

DIRECTIONS FOR SELF-ASSESSMENT OF SUPERVISORY COMPETENCIES

Instrument I

( ) 1. Complete Instrument I, Section 1. Be sure to choose only one (1) of each pair of statements.

2. Read and consider the thirty-six (36) Competency Statements for Diagnostic Analysis of Supervisory Performance in the document provided.

( ) 3. Complete Instrument I, Section 2. Refer to the descriptions of these competencies listed by title only. Then designate each competency with a plus (+) or minus (-) or blank ( ).

( ) 4. Tabulate choices from Section 1 on the profile sheet (Instrument I) in the column headed "No. of Choices".

( ) 5. Transfer competency designations (+) and (-) to the profile sheet (Instrument I). Be sure to enter pluses (+) and minuses (-) in the parentheses that match the codes following each item in Section 2. For instance, on item #1, if designated (+) it should be transferred to the profile sheet in the first parenthesis on the second row to correspond to the code for that item (B-1). Blank ( ) competency designations for items in Section 2 remain blank on the profile.

( ) 6. Compare the frequency of choices for the ten different task areas. Note those most chosen and those least chosen. The maximum number of choices is eight (8); the minimum is zero (0).

( ) 7. Check to see if most chosen task areas also have pluses (+) designated for related competencies.

( ) 8. Check to see if least chosen task areas also have minuses (-) and blanks ( ) designating related competencies.

( ) 9. Select one task area that is least chosen and also has related competencies most often designated with blanks and minuses.

( ) 10. Complete the bottom portion of the profile sheet.

( ) 11. Proceed to secure diagnostic data on your one selected task area using the appropriate, matching Instrument II.

Instrument I

SELF-ASSESSMENT SURVEY OF SUPERVISORY COMPETENCIES ©

The Profile

Name _____ Date _____

School/District _____ Position _____

TASK AREAS	No. of Choices	Competencies 1	2	3	4	5
A - Developing Curriculum	_____	( )	( )	( )		
B - Providing Materials	_____	( )	( )	( )		
C - Providing Staff	_____	( )	( )	( )		
D - Organizing for Instruction	_____	( )	( )	( )		
E - Relating Special Pupil Services	_____	( )	( )	( )	( )	
F - Arranging for Inservice Education	_____	( )	( )	( )	( )	( )
		6( )	7( )	8( )	9( )	10( )
G - Developing Public Relations	_____	( )	( )	( )		
H - Providing Facilities	_____	( )	( )	( )		
I - Evaluating Instruction	_____	( )	( )	( )	( )	
TOTALS	(36)	Pluses (+)=( )		Minuses (-)=( )		
Selected Task Area: (for diagnostic analysis)	[ ]	Strengths:		_____, _____, _____		

Comments:

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Section 1: Task Choices

Directions: Read each pair of descriptions of job tasks below. For each of the pairs choose only one. Choose the one statement which BEST describes your capacity to perform effectively. Mark your choice with a check (✓) in the parenthesis to the left of that statement.

( ) 1. Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)

or

( ) Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)

( ) 2. Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)

or

( ) Designing or redesigning and equipping facilities for instruction. (H)

( ) 3. Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)

or

( ) Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)

( ) 4. Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)

or

( ) Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)

( ) 5. Planning, instrumenting, organizing and implementing procedures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

or

( ) Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)

( ) 6. Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)

or

( ) Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)

( ) 7. Providing for a free flow in information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)

or

( ) Planning, instrumenting, organizing and implementing procedures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

( ) 8. Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)

or

( ) Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)

( ) 9. Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)
or
( ) Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)

( ) 10. Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)
or
( ) Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)

( ) 11. Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)
or
( ) Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)

( ) 12. Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)
or
( ) Planning, instrumenting, organizing and implementing procedures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

( ) 13. Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)
or
( ) Planning, instrumenting, organizing and implementing procedures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

( ) 14. Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)
or
( ) Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)

( ) 15. Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)
or
( ) Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)

( ) 16. Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)
or
( ) Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)

( ) 17. Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)
or
( ) Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)

( ) 18. Designing or redesigning and equipping facilities for instruction. (H)
or
( ) Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)

( ) 19. Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)
or
( ) Planning, instrumenting, organizing and implementing procedures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

( ) 20. Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)
or
( ) Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)

( ) 21. Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)
or
( ) Designing or redesigning and equipping facilities for instruction. (H)

( ) 22. Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)
or
( ) Designing or redesigning and equipping facilities for instruction. (H)

( ) 23. Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)
or
( ) Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)

( ) 24. Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)
or
( ) Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)

( ) 25. Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)
or
( ) Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)

( ) 26. Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)
or
( ) Planning, instrumenting, organizing and implementing procedures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

( ) 27. Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)
or
( ) Designing or redesigning and equipping facilities for instruction. (H)

( ) 28. Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)

or

( ) Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)

( ) 29. Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)

or

( ) Designing or redesigning and equipping facilities for instruction. (H)

( ) 30. Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)

or

( ) Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. (A)

( ) 31. Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)

or

( ) Planning, implementing and evaluating learning experiences that will improve the performance of staff in instruction-related ways. (F)

( ) 32. Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)

or

( ) Making arrangements whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. (D)

( ) 33. Designing or redesigning and equipping facilities for instruction. (H)

or

( ) Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. (G)

( ) 34. Planning, instrumenting, organizing and implementing procedures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

or

( ) Designing or redesigning and equipping facilities for instruction. (H)

( ) 35. Selecting and obtaining appropriate materials for use in implementing curricular designs. (B)

or

( ) Planning, instrumenting, organizing and implementing procudures for data gathering, analysis and interpretation for decision-making on improvement of instruction. (I)

( ) 36. Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. (C)

or

( ) Arranging for careful coordination of services to children and youth to ensure optimum support for the teaching-learning process. (E)

Section 2

Competency Descriptions

Directions: Using the Competency Statements provided, select those statements that are most and least descriptive of your ability to perform as a professional supervisor.

Mark those Most descriptive of you with a plus (+).
Mark those Least descriptive of you with a minus (-).
Leave all other statements blank ( ).

Be sure to designate at least one statement with a plus (+) and one with a minus (-). If in doubt leave it blank ( ). Normally, an experienced practioner will be able to clearly designate several pluses (+) and several minuses (-) too.

( )1. Evaluating and Selecting Learning Materials. (B-1)

( )2. Revising Existing Structures. (D-1)

( )3. Scheduling Services. (E-3)

( )4. Supervising in a Clinical Mode. (F-1)

( )5. Conducting In-Service Training Sessions. (F-4)

( )6. Utilizing Public Opinion. (G-3)

( )7. Setting Instructional Goals. (A-1)

( )8. Producing Learning Materials. (B-2)

( )9. Planning for Individual Growth. (F-2)

( )10. Involving the Public. (G-2)

( )11. Evaluating the Utilization of Learning Resources. (B-3)

( )12. Evaluation of the Utilization of Services. (E-4)

( )13. Designing In-Service Training Sessions. (F-3)

( )14. Training for Leadership Roles. (F-5)

( )15. Designing Instructional Units. (A-2)

( )16. Informing the Public. (G-1)

( )17. Developing a Staffing Plan. (C-1)

( )18. Assimilating Programs. (D-2)

( )19. Analyzing and Securing Services. (E-1)

( )20. Developing and Adapting Curricula. (A-3)

( )21. Recruiting and Selecting Personnel. (C-2)

( )22. Monitoring New Arrangements. (D-3)

( )23. Assigning Personnel. (C-3)

( )24. Orienting and Utilizing Specialized Personnel. (E-2)

( )25. Assessing Needs. (F-6)

( )26. Developing Educational Specifications. (H-1)

( )27. Observing and Analyzing Teaching (I-1)

( )28. Planning for Remodeling. (H-2)

( )29. Developing a Master Plan. (F-7)

( )30. Designing a Questionnaire. (I-2)

( )31. Writing a Project Proposal. (F-8)

( )32. Outfitting a Facility. (H-3)

( )33. Designing a Self-Instructional Packet. (F-9)

( )34. Interviewing In-Depth. (I-3)

( )35. Designing a Training Program Series. (F-10)

( )36. Analyzing and Interpreting Data. (I-4)

DIRECTIONS FOR
Instrument II - DESCRIPTIVE INVENTORY OF JOB PERFORMANCE

Note: There is a separate Instrument II for each task area. These are designated II-A, II-B, etc. to match task areas as shown on Instrument I.

( ) 1. Select the appropirate Instrument II to match the task area selected on Instrument I.

( ) 2. Read the directions on the cover sheet of Instrument II.

( ) 3. Complete a copy of Instrument II as a diagnostic self-assessment.

( ) 4. Determine which "other persons" you can ask to complete Instrument II for you, describing your performances on the job.

( ) 5. Secure several clients (5 or more) if possible.

( ) 6. Secure one or more coordinates, colleagues who know your work well.

( ) 7. Secure a superordinate who knows your work well.

( ) 8. Reproduce and deliver copies of Instrument II to each of those clients, coordinates and superordinates.

( ) 9. Set a date for the completion of Instrument II by all concerned.

Supervisory Competency Self-Assessment System

Instrument II - A

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Curriculum Development

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting
Relationship to Supervisor: Client ( ) Superordinate ( )
(Check only one) Self ( ) Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.

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This instrument was developed with the assistance of Alicia Martinez, Rio Grande City Schools.

II - A

Curriculum Development Performances

( ) a. Leads groups using a variety of procedures and techniqeus for goal setting sessions that assure full participation, wide exploration of alternatives, and the attainment of concensus. (A-1)

( ) b. Writes statements of performance objectives at varying levels of complexity to guide sequencing of activities and selecting materials for a unit. (A-2)

( ) c. Uses graphic, analytic or illustrative techinques to clearly differentiate ideals, goals, and objectives while showing their inter-relationships. (A-1)

( ) d. Selects, describes, and sequences a variety of instructional activities for assuring active involvement by all students in the learning process. (A-2)

( ) e. Writes clear statements of instructional ideals and goals that define learning outcomes as performances at different levels of complexity or stages of development. (A-1)

( ) f. Analyzes past and present test scores of student groups to draw conclusions relating to needed changes in the curriculum. (A-3)

( ) g. Assists a school staff in writing a statement of philosophy of education that reflects research, theory and best practices. (A-1)

( ) h. Conducts a needs assessment for a school or program, providing the basis for adopting or revising the curriculum. (A-3)

( ) i. Organizes and makes arrangements for participants who represent all interests to be invovled in goal setting. (A-1)

( ) j. Designs tests for instructional units which relate to objectives and assess both cognition and application. (A-2)

( ) k. Selects instructional goals and objectives that have highest priority for specific student groups. (A-1)

( ) l. Selects and describes a rationale for the strategy upon which an instructional unit is developed. (A-2)

( ) m. Identifies criteria that will be used to determine if goals have been attained. (A-1)

( ) n. Plans a program of curriculum adaptation involving teachers as curriculum workers reviewing available materials, revising and developing new guides. (A-3)

( ) o. Designs reliable and valid evaluative procedures for identifying both strengths and weakensses in existing curricula. (A-1)

( ) p. Estimates time requirements for completion of each activity sequence in an instructional unit. (A-2)

( ) q. Explains to staff groups the proposed adaptations in curricular scope, sequence, and content. (A-3)

( ) r. Describes teaching procedures including vivid illustrative questions, outlines of content, and scenarios of activities for a unit. (A-2)

( ) s. Analyzes the scope, sequence and content in a curriculum guide as it is developed or reviewed for adaptation. (A-3)

( ) t. Develops supplemental guides, resource lists, and unit plans to use with "regular" curriculum guides to facilitate implementation. (A-3)

( ) u. Designs an innovative, exemplary unit for a particular instructional program to be used as a prototype of other units to be developed. (A-2)

( ) v. Helps teachers adapt lesson plans, assignments and unit plans for individual differences. (A-3)

( ) w. Edits and revises activity descriptions to make them more appropriate to specific student groups or to community expectations. (A-2)

( ) x. Adapts curriculum guides in scope, sequence or content according to needs of a particular student group. (A-3)

( ) y. Conducts a goal-analysis session using data on student achievement and characteristics as the focus of the group. (A-1)

( ) z. Adapts units and lesson plans to meet the unique needs of individual students. (A-2)

( ) a.a. Reorganizes adopted curriculum materials, preparing them for reproduction and distribution in the local setting. (A-3)

( ) b.b. Estimates the reliability and validity of the procedures used to determine goal attainment. (A-1)

( ) c.c. Designs a new instructional unit for a single innovative lesson or special experience. (A-2)

( ) d.d. Compares and contrasts previously developed curriculum materials from several sources. (A-2)

REMINDER: Have you designated some items (+) and other items (-)?
Have you left some items blank ( )?

Thank you!

Revised 7/81 @nn-

Supervisory Competency Self-Assessment System

Instrument II - B

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Providing Materials

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting
Relationship to Supervisor: Client ( ) Superordinate ( )
(Check only one) Self ( ) Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.

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This instrument was developed with the assistance of Alicia Martinez, Rio Grande City Schools.

II - B

Providing Materials Performances

( ) a. Designs an instrument for objectively assessing new learning materials using specified criteria. (B-1)

( ) b. Secures and adapts learning materials that promote active involvement of students, and more meaningful learning. (B-2)

( ) c. Specifies criteria to be used in evaluating the utilization of instructional materials in the classroom. (B-3)

( ) d. Produces written materials for use by pupils, e.g. programmed material, worksheets, tests, exercises, etc. (B-2)

( ) e. Specifies the criteria of quality, utility, and availability that should be considered by teachers in evaluating and selecting learning materials. (B-1)

( ) f. Operates audio production equipment, including reel to reel recorders, cassette recorders, videotape recorders, and amplifiers. (B-2)

( ) g. Designs instruments for objectively recording both the extent and the appropriateness of resource utilization by students in the classroom. (B-3)

( ) h. Trains and directs instructional personnel in using evaluation instruments in selecting instructional material. (B-1)

( ) i. Designs audiovisual materials for use in an instructional unit which clearly extends or enriches the activities of students for learning. (B-2)

( ) j. Proposes recommendations for improving the utilization of resources based on the analysis of the data received from an evaluation effort. (B-3)

( ) k. Asks probing questions of salespersons who are demonstrating or displaying materials, seeking specific information related to recognized practices. (B-1)

( ) l. Arranges for and monitors the commercial production of a set of materials for use in a new unit of the curriculum. (B-2)

( ) m. Designs a survey of available instructional materials in a school program or district providing all guidelines needed by survey team. (B-3)

( ) n. Secures and makes use of references and guides which include current reviews and evaluations of media, books and supplies. (B-1)

( ) o. Trains and leads a team in using instruments to assess the extent and appropriateness of the use of materials in classrooms. (B-3)

( ) p. Designs tests, worksheets and illustrative and manipulative materials to supplement or substitute for those provided, to enhance and extend learning opportunities for students with special needs. (B-2)

( ) q. Specifies criteria for evaluating the utilization of resource persons for students with special needs including regular staff members, volunteers, and special personnel. (B-3)

( ) r. Makes recommendations to purchase specific materials, offering evidence in support of a specific option. (B-1)

( ) s. Locates new, imaginative materials for teachers to review, arranging for exhibits or displays that facilitate evaluation efforts. (B-3)

( ) t. Works with teachers in utilizing their creative talents and experience in producing new materials that are educationally sound. (B-2)

( ) u. Organizes and directs review committees in material selection to assure representation of all ideas and concensus based on instructional criteria. (B-1)

( ) v. Maximizes the effectiveness of services by providing evaluative feedback concerning the contributions of resource persons in specialized areas of the curriculum. (B-3)

( ) w. Designs and organizes a multi-media instructional packet for use by students for independent study, providing for integrated and sequenced activities. (B-2)

( ) x. Organizes and analyzes information prior to making recommendations for the purchase or use of specific items of material. (B-1)

( ) y. Compares resource materials with recognized standards of quality, utility and appropriateness for learning. (B-3)

( ) z. Compares or contrasts the cost effectiveness of different media to determine the most appropriate use of budgetad funds. (B-1)

( ) aa. Operates visual production equipment including 35mm camera, motion picture camera and photo-copying equipment. (B-2)

( ) bb. Surveys resource persons available inside and outside the school, securing necessary information to facilitate utilization decisions. (B-3)

( ) cc. Operates copy machines including xerox and ditto-type copiers for making transparencies as well as paper reproductions. (B-2)

( ) dd. Writes a survey report based on data gathered about material availability, utilization and quality; making supportable recommendations for budgeting, purchasing, and inservice training. (B-3)

REMINDER: Have you designated some items (+) and other items (-)?
Have you left some items blank ( )?

Thank you!

Revised 7/81 CWM

Supervisory Competency Self-Assessment System

Instrument II - C

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Providing Instructional Staff

Supervisor Being Described _____ Date _____

Title _____

Person Reporting
Relationship to Supervisor: Client ( ) Superordinate ( )
(Check only one) Self ( ) Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.

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This instrument was developed with the assistance of Mike Alderson, Round Rock Independent School District.

II - C

Providing Instructional Staff

( ) a. Writes job descriptions for any of a variety of instructional staff positions which clearly define minimum qualifications, differentiate between jobs, and make performance expectations clear. (C-1)

( ) b. Re-designs the application form(s) used for preliminary screening of teacher and aide applicants to conform to legal requirements which providing only information essential for selection purposes. (C-2)

( ) c. Recommends assignments of new personnel based on objective analyses of competencies possessed and job expectations of high priority. (C-3)

( ) d. Develops creative alternative procedures for generating selection data that may be supervisor to standard data from application forms, interviews, letters and transcripts. (C-2)

( ) e. Develops new performance criteria for a new staff position which clearly differentiate among old and new positions. (C-1)

( ) f. Identifies specific needs for further professional growth for new personnel based on job assignment expectations. (C-3)

( ) g. Designs brochures for distribution to potential applicants which are attractive, informative, and "recruit-catching." (C-2)

( ) h. Drafts on organization chart depicting positions and relationships among them in terms of the hierarchy of the organization, but also in terms of functional responsibilities and communications patterns. (C-1)

( ) i. Arranges for orientation experiences for new personnel, assuring that they are informed, get acquainted, and have urgent needs met. (C-3)

( ) j. Redefines selective criteria for use to make them more explicit, more clearly related to performance expectations; eliminating criteria that have either poor predictive validity or are non-assessable. (C-2)

( ) k. Recommends reassignments and new assignments based on careful matching of job expectations and group assessments of staff competencies. (C-1)

( ) l. Proposes in writing a plan of action for recruitment which departs from standard procedures in creative ways to identify recruits from new sources or with higher qualifications. (C-2)

( ) m. Develops plans for reassignment of personnel in response to changes in programs of instruction to assure balance in staff competence among programs. (C-3)

( ) n. Projects staff needs based on balanced assessment of enrollment trends, retirement predictions, and new program requirement. (C-1)

( ) o. Prepares a list of institutions and contacts for recruitment purposes which clearly delineates the kinds of recruits most likely to be found. (C-2)

( ) p. Guides administrators, teachers and others in implementing reassignments in ways that minimize inconvenience or disruptions in programs. (C-3)

( ) q. Re-analyzes job descriptions to recommend up-grading or other modifications based on actual performance of staff members in those positions. (C-1)

( ) r. Utilizes well designed interview schedules to lead an individual or group interview session to assure complete and comperable responses from all interviewees. (C-2)

( ) s. Recommends reassignment schedules to provide opportunities for new experiences for individuals seeking to qualify for promotions. (C-3)

( ) t. Describes desirable revisions in staffing patterns for purposes of improving existing programs of instruction. (C-1)

( ) u. Designs a standard sequence of procedures for processing applications thru file initiation to selection and other actions with economy and efficiency. (C-2)

( ) v. Training administrators and teachers in competency assessment procedures for use in analyzing staff balance within programs and schools. (C-3)

( ) w. Designs and critiques two or more alternative staffing plans for implementing a new instructional program. (C-1)

( ) x. Schedules interviews and orientation activities for applicants that conserve time for all involved. (C-2)

( ) y. Coordinating the assignment of substitutes and volunteers to increase their use in more compatible ways. (C-3)

( ) z. Tests and validates a scoring system for handling a mass of data to reduce it for easy use in making final selection decisions. (C-2)

( ) aa. Re-analyzing teacher evaluation data by program and staff groups as a basis for proposing assignments or reassignments. (C-3)

( ) bb. Drafts proposals for innovative team, interdisciplinary, core-type, volunteer teaching arrangements aimed at improving learning. (C-1)

( ) cc. Writing affirmative action plans which specify specific programs and positions which can best profit from increased use of women and minorities. (C-3)

( ) dd. Analyzes the instructional effects of proposed reductions in staff due to budget restrictions. (C-1)

REMINDER: Have you designated some items (+) and others (-)?
Have you left some items blank ( )?

Thank you!

Revised 7/31 0/m-

Supervising Competency Self-Assessment System

Instrument II - D

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Organizing for Instruction

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting Relationship to Supervisor: (Check only one)

Client ( ) Superordinate ( ) Self ( )

Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performance.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.
7. Add any suggestions you have for new and different job performance statement related to this task.

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II - D

Organizing for Instruction

( ) a. Describes a set of operational events in vivid detail for use as criteria for evaluation of new organizational arrangements. (D-1)

( ) b. Discusses with key individuals throughout the system the advantages of changes in such ways as to secure understanding and acceptance of a new program plan. (D-2)

( ) c. Redesigns reporting procedures throughout an organization which will maximize the efficiency of such reporting, providing more and better information, with less time consumed. (D-3)

( ) d. Details two or more organizational charts showing alternative ways of organizing personnel to define formal roles and relationships for a school, program or district. (D-1)

( ) e. Designs change strategy that is reasonably acceptable to all concerned and which utilizes representatives of all groups in the assimilation process. (D-2)

( ) f. Collects pertinent data concerning program operations using observation schedules, interview schedules, questionnaires and checklists. (D-3)

( ) g. Drafts a rational, research supported, but cooperatively developed proposal for an alternative way of assigring personnel, delegating responsibilities and communicating to improve a program. (D-1)

( ) h. Develops a detailed plan for implementation of new programs, specifying timetables, reassignment of personnel and retraining needs. (D-2)

( ) i. Analyzes data and shows relationships between actual events and projected goals and schedules. (D-3)

( ) j. Compares existing policy provisions with descriptions of existing program operations in ways that clearly show needs for revisions in either or both. (D-1)

( ) k. Identifies a program or a component of a program that should be incorporated into a new program or that should be adapted to better fit with overall plans. (D-2)

( ) l. Proposes priorities in seeking budget allocations or grant funds to cover urgent program needs. (D-3)

( ) m. Organizes and guides staff in planning for organizational changes, arranging for full staff participation and promoting concensus in the decision-making process. (D-1)

( ) n. Prepares a PERT chart or other long-range planning device projecting the transfer of responsibilities in an implementation process. (D-2)

( ) o. Assists in writing project applications and proposals for a new project. (D-1)

( ) p. Graphically depicts the flow of events representing present operations, and identifying problems and changes needed to avoid delays, bottle-necks, and needless or omitted activity. (D-1)

( ) q. Makes assignments and revises job descriptions for transferring responsibilities in a new program implementation. (D-2)

( ) r. Develops an implementation plan for gradually phasing out outmoded programs, adding new programs and re-allocating space, time and materials to facilitate smooth transitions. (D-2)

( ) s. Constructs systems diagrams showing clear functional and sequential relationships between all the crucial sub-systems in a program operation. (D-1)

( ) t. Arranges for staff involvement in the design of an implementation plan. (D-2)

( ) u. Drafts guidelines for staff to use in implementing new programs, detailing new expectations, providing supporting rational and offering aids, suggestions, and precautions to facilitate change efforts. (D-1)

( ) v. Makes available all resources necessary to carry-out the implementation process. (D-2)

Other Suggested Performances

REMINDER: Have you designated some items (+) and others (-)?
Have you left some items blank ( )?
Thank you!

9/82
BMH

Supervisory Competency Self-Assessment System

Instrument II - E

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE©

Relating Special Pupil Services

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting Relationship to Supervisor: (Check only one)

Client ( ) Superordinate ( ) Self ( )

Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.
7. Add any suggestions you have for new and different job performance statements related to this task.

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This instrument was developed with the assistance of Mike Alderson, Round Rock Independent School District.

II - E

Relating Special Pupil Services

( ) a. Writes a case summary on a student or student group, detailing instructional concerns for an outside consultant to use in planning for special services. (E-1)

( ) b. Drafts plans and utilization guidelines to facilitate full and appropriate access to both externally-based and internally-based special services personnel. (E-2)

( ) c. Schedules the assignment of special service personnel to various schools, programs and projects, to assure balanced loads and maximum opportunities to serve needs. (E-3)

( ) d. Confers with a teacher or staff team to secure objective descriptions of pupil performance patterns to use in diagnosing special service needs. (E-1)

( ) e. Develops simplified procedures for securing services for a pupil, assuring a minimum of "red-tape" and delay, but also protecting against wasteful use of services. (E-2)

( ) f. Organizes team operations in which instructional personnel and special service personnel are scheduled to work together on selected problems. (E-3)

( ) g. Formulates basic policies and regulations to guide the use of special pupil services to assure full and appropriate levels of delivery, while avoiding inefficiences. (E-1)

( ) h. Conducts a systematic program of orientation (for new personnel) and re-orientation (for others) to the special pupil services available and the proper use of them. (E-2)

( ) i. Leads an advisory group in formulating policy and plans for special pupil services that clearly define goals and assign priorities. (E-1)

( ) j. Outlines basic provisions of a special services contract or cooperative inter-agency agreement to clearly designate services to be provided, modes of delivery, and limitations. (E-1)

( ) k. Identifies and catalogs specialized competencies among regular staff members, making contacts with them to verify their willingness to serve as consultants as needed. (E-2)

( ) l. Gathers data on pupil services and analyzes and reports on their utilization in ways that clearly relate to established goals and priorities. (E-4)

( ) m. Prepares budget recommendations, based on preliminary estimates from potential providers, to assure funding of a full array services within resource limitations. (E-1)

( ) n. Surveys levels of satisfaction and instructional consequences associated with the use of special services, making recommendations for indepth evaluations when needed. (E-4)

( ) o. Surveys existing services provided to pupils (health, vision, hearing, psychological, nutritional, etc.) to produce a well documented profile of quantity and quality of offerings. (E-1)

( ) p. Plans and leads case review sessions involving a variety of personnel and parents so that all information needed is provided and full participation leads to high quality decisions and plans for serving the individual student. (E-2)

( ) q. Leads an advisory council on special pupil services in a periodic review of all such services, preparing recommendations for improvements as needed. (E-4)

( ) r. Develops a master catalog of sources of services available, with details on cost and accessibility and cross references for easy use. (E-1)

( ) s. Prepares job descriptions for including special service personnel on the staff of a new instruction program, with supporting rationale for such positions. (E-3)

( ) t. Coordinates work of outside evaluators commissioned to undertake in-depth evaluations of special pupil services. (E-4)

( ) u. Analyzes a given service currently being utilized to determine availability, quality and cost, but also to determine extent of use and appropriateness to instructional needs of pupils. (E-1)

( ) v. Prepares proposals for alternative staffing patterns for consideration by the administration in re-organizing or seeking new position authorizations. (E-1)

Other Suggested Performances

REMINDER: Have you designated some items (+) and others (-)?
Have you left some items blank ( )?
Thank you!

9/81
BMH

Supervisory Competency Self-Assessment System

Instrument II - F

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Inservice Education

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting
Relationship to Supervisor: Client ( ) Superordinate ( )
(Check only one) Self ( ) Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.

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II - F

Inservice Education Performances

( ) a. Observes systematically in a classroom, using a selected observation instrument, producing highly reliable, objective data. (F-1)

( ) b. Selects a training plan or strategy for a specific group which is clearly appropriate to their needs. (F-4)

( ) c. Interprets data on teacher performance using collaborative procedures which encourage the client to question, contribute, choose and accept without coercion. (F-2)

( ) d. Identifies highly competent teachers (or others) with potential leadership ability and promotes their interest in inservice education. (F-5)

( ) e. Leads a teacher (or other client) through a complete clinical cycle leading to improved classroom practice. (F-1)

( ) f. Specifies objectives for an inservice training session that clearly relate to needs of participants in ways that are realistic for accomplishemnt yet important to improving instruction. (F-3)

( ) g. Arranges for an inservice training session with thoroughness; providing for advanced information, physical arrangements, and all essential resources. (F-4)

( ) h. Describes an array of distinct inservice programs, showing their relationships to priority needs and their relationships to each other within a master plan for inservice education. (F-7)

( ) i. Selects and adapts (or constructs) needs assessment instruments and procedures for gathering data on inservice training needs as reflected by individuals, programs, and institutions. (F-6)

( ) j. Writes project or program proposals which clearly convey ideas about the problem, goals and objectives. (F-8)

( ) k. Conducts a supervisory interview with a teacher (or other client) using non-directive techniques and shared decision-making procedures. (F-1)

( ) l. Sequences the content and objectives for a self-instructional training packet so as to be easily and logically followed. (F-9)

( ) m. Leads a group in systematic planning of a series of inservice education sessions to assure that each session is related to the others. (F-10)

( ) n. Analyzes needs assessment data in ways that assist decision-makers to fully understand the variety, intensity, and complexity of needs. (F-6)

( ) o. Assists the teacher (or client) in selecting and carefully specifying objectives for his/her change in classroom practices. (F-2)

( ) p. Identifies resource needs and their sources in relation to specific programs of inservice education. (F-7)

( ) q. Constructs displays for program and project proposals that clearly communicate activity schedules, cost estimates, and staffing arrangements. (F-8)

( ) r. Plans a training session to include a variety of stimulating, involving activities, with materials and procedures for their use clearly developed. (F-3)

( ) s. Provides training for teachers and other clients who are given responsibilities for planning and implementing in-service education activities. (F-5)

( ) t. Leads participants in a session through a sequence of meaningful activities, maintaining task orientation, promoting involvement, and respecting participant needs. (F-4)

( ) u. Consults with decision-makers and planners in prioritizing needs and relating them to long-, short-, and intermediate-range inservice plans. (F-6)

( ) v. Selects or develops media for inclusion in a self-instructional packet that provides for stimulating and trouble free progress by users. (F-9)

( ) w. Develops a schedule of experiences to be arranged for, stimulating individual teacher (client) growth, including specifying target dates and responsibilities. (F-2)

( ) x. Designates strategies for use in inservice programs, matching strategies to needs and constraints for efficiency and effectiveness. (F-7)

( ) y. Organizes "debriefing" sessions or other forms of feedback for teachers (or other clients) who have assumed leadership responsibilities for inservice education sessions. (F-5)

( ) z. Guides planning of an inservice education program or series to assure that activities will offer active, meaningful, practical involvement for participants. (F-10)

( ) aa. Develops evaluation procedures and materials for providing feedback on an inservice training session that clearly assists with future planning. (F-3)

( ) bb. Coordinates the work of various individuals in preparing program or project proposal that conforms to expectations and gets attention. (F-8)

( ) cc. Programs self-instructional activity sequences with "progress tests" or other provisions for feedback to users. (F-9)

( ) dd. Designs inservice education programs to assure responsiveness to individual differences and freedom of choice for participants. (F-10)

REMINDER: Have you designated some items (+) and others (-)?
Have you left some blank ( )?

Thank you.

-3-

Revised 7/81
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Supervisory Competency Self-Assessment System

Instrument II - G

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Developing Public Relations

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting Relationship to Supervisor: (Check only one)
Client ( ) Superordinate ( ) Self ( ) Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.

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This instrument was developed with the assistance of Alicia Martinez, Rio Grande City Schools.

II - G

Developing Public Relations

( ) a. Selects and synthesizes school program information, arranging for its dissemination via oral, written and visual presentations, including the use of the mass media. (G-1)

( ) b. Develops a program for the systematic and continuing recruitment and orientation of community volunteers to become involved in the instructional programs of the schools. (G-2)

( ) c. Designs and plans a community opinion survey, providing for unbiased sampling and utilizing reliable instruments and analytical processes to assure useful information. (G-3)

( ) d. Works constructively with an array of publics, including critics, to stimulate their interest in public education and secure increased support for instructional improvements. (G-1)

( ) e. Prepares information packets that can be distributed to volunteers to assist them in gaining understanding of the instructional programs of the school. (G-2)

( ) f. Seeks out the opinions and attitudes of opinion leaders and influential groups within the community for use in planning instructional improvements. (G-3)

( ) g. Organizes and guides staff members in initiating more public contacts and providing more information to various segments of the community. (G-1)

( ) h. Plans for the assignment of volunteers in areas of their expertise or where they are most needed to improve instruction (G-2)

( ) i. Analyzes and makes use of public opinion data from various sources (staff, surveys, etc.) so as to improve the quality of decisions and strategies for improving instructional programs. (G-3)

( ) j. Presents information on instructional programs to parent, civic and business groups in a constructive and objective manner.(G-1)

( ) k. Participates in parent and civic group activities in ways that facilitate active involvement in, and collaboration with, efforts at improving instruction in schools. (G-2)

( ) l. Organizes and shares public opinion data with school personnel at various levels in ways that assist staff members in utilizing such opinions in their instructional improvement efforts. (G-3)

( ) m. Conducts parent conferences to inform selected individuals or groups about instructional programs and and to resolve or allay fears, concerns and misunderstandings. (G-1)

( ) n. Creates new and more varied plans for the use of volunteers in instructional program activities in ways that expand involvement, improve instruction, and enhance public support. (G-2)

( ) o. Directs a planning/decisioning team in the use of "force field analysis" techniques and procedures for selecting instructional change strategies. (G-3)

( ) p. Writes news releases, brochures, and bulletins that present information on instructional programs and problems in easily understood language. (G-1)

( ) q. Plans and conducts training and orientation sessions for volunteers to assure their success and build a sense of worthiness in assignments. (G-2)

( ) r. Evaluates and up-dates public opinion data in ways that clearly identify new interests and concerns in the community with implications for instructional change. (G-3)

( ) s. Prepares school board presentations on the status of various components of the instructional program, making use of aural, oral and visual techniques for brief, interesting, yet well documented, sessions. (G-1)

( ) t. Develops innovative arrangements for involving businesses, civic groups and "booster" clubs in improving instruction. (G-2)

( ) u. Conducts public hearings on instructional program plans, planning for presentations that assure full disclosure of information in understandable form, and handling questions, suggestions, complaints and protests constructively. (G-3)

( ) v. Develops slide-tapes, video-tapes, or other visual presentations for vividly and accurately informing viewers about instructional matters. (G-1)

( ) w. Evaluates public involvement in instructional programs in ways that clearly identify segments of the community being neglected and program areas needing attention, while also documenting positive consequences. (G-2)

( ) x. Interacts with advisory and study groups regarding instructional program problems in ways that lead to (1) full sharing of ideas, (2) better understanding of issues and realities, and (3) concensus and commitment to instructional improvements. (G-3)

( ) y. Gives press interviews on-the-spot when necessary in way that inform and prevent being misquoted or poorly reported. (G-1)

( ) z. Meets with teachers and other staff members to stimulate interest in and support for the fullest practical involvement of volunteers in the instructional program. (G-2)

REMINDER: Have you designated some items (+) and other items (-)? Have you left some items blank ( ) when they are "somewhat descriptive" or you are uncertain?

BMH
6/81

Supervisory Competency Self-Assessment System

Instrument II - H

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Providing Facilities for Instruction

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting Relationship to Supervisor: (Check only one)

Client ( ) Superordinate ( ) Self ( )
Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.
7. Add any suggestions you have for new and different job performance statement related to this task.

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This instrument was developed with the assistance of Alicia Martinez, Rio Grande City Schools.

II - H

Providing Facilities for Instruction

( ) a. Conducts a survey, using a validated checklist of instructional facilities standards, to identify instructional program areas in need of improved facilities. (H-2)

( ) b. Writes vividly descriptive specifications, detailing the kinds and varieties of instructional activities to be accommodated by new or remodeled facilities. (H-1)

( ) c. Observes and interviews teachers, students and others regarding the instructional problems, if any, that might be addressed in remodeled or new facilities, synthesizing a report on needed changes. (H-1)

( ) d. Assembles a detailed list of all essential and desirable instructional equipment for a new, remodeled, or existing facility, clearly indicating features, quantities, and locations. (H-3)

( ) e. Drafts proposals for future facilities and equipment needs based on growth (or decline) of enrollment projections, but also attending to new technological and curricular developments. (H-1)

( ) f. Evaluates proposals for remodeling old facilities in terms of extent to which instructional programs will be adequately served, and identifying assets and liabilities when compared to a new facility. (H-2)

( ) g. Leads a group of staff members in using an inventory of instructional equipment as the basis for recommending a schedule of new purchases, within budget guidelines, reconciling differences, assigning priorities, and justifying high cost items. (H-3)

( ) h. Coordinates the periodic review of architectural drawings for new or remodeled facilities by an instructional staff group, assuring that questions and concerns are elicited and considered prior to final planning. (H-2)

( ) i. Drafts general instructional equipment specifications in sufficient detail to assure quality acquisitions in competitive bidding, without arbitrarily excluding certain brands or models. (H-1)

( ) j. Plans and coordinates a schedule of site visits, meetings and interviews for architects, engineers and board members to assure that they have information about both the status of the instructional program and desired changes. (H-2)

( ) k. Directs the testing and evaluation in use of new equipment models that have promise for adding to or replacing items on a list of approved instructional equipment. (H-3)

( ) l. Leads a specifications review panel through a process of revising and reaching informed concensus on recommendations to the administration on standard specifications for facilities. (H-1)

( ) m. Organizes and leads an advisory committee of parents, community leaders, and students (or ex-students) to study all proposals for new and remodeled facilities, making recommendations to both the board and the administration. (H-2)

( ) n. Develops a comprehensive set of recommendations for the development of out-of-doors instructional spaces to support special program activities in music, art, physical education, health, science, and other studies. (H-1)

( ) o. Consults with experts and reviews the scholarly literature to write a brief narrative professional position paper on appropriate and inappropriate instructional features of any facilities plan. (H-2)

( ) p. Writes a statement of instructional goals and priorities to guide improvement efforts for a five to ten year period with specific reference to new facility and equipment requirements. (H-1)

( ) q. Identifies and illustrates specific changes in instructional activities required for successful implementation of a new program, contrasting existing and new program activities, and suggesting implications for space, facilities, and equipment needs. (H-1)

Other Suggested Performances

REMINDER: Have you designated some items (+) and others (-)?
Have you left some items blank ( )?
Thank you!

7/81
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Supervisory Competency Self-Assessment System

Instrument II - I

DESCRIPTIVE INVENTORY OF JOB PERFORMANCE ©

Evaluating Instruction

Supervisor
Being Described _____ Date _____

Title _____

Person Reporting
Relationship to Supervisor: Client ( ) Superordinate ( )
(Check only one) Self ( ) Coordinate ( ) Other ( )

Directions:

1. Complete identifying information requested above.
2. Read all of the job performance descriptions below.
3. Think about the supervisor named above. Try to visualize and recall his/her performance in relation to each description.
4. Mark with a plus (+) any statement that is highly descriptive of performances the supervisor demonstrates.
5. Mark with a minus (-) any statement that is clearly not very descriptive of the supervisor's performances.
6. Leave blank ( ) all statements that are somewhat descriptive and statements about which you are uncertain.

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This instrument was developed with the assistance of Mike Alderson, Round Rock Independent School District.

II - I

Evaluating Instruction Performances

( ) a. Selects from a variety of observation instruments the one best suited to a particular problem or situation. (I-1)

( ) b. Specifies the few high priority evaluation questions to be answered and relate all questionnaire items to those questions. (I-2)

( ) c. Constructs an interview schedule that provides guidance to the interviewer as to coverage of questions, probes to use, biases to avoid. (I-3)

( ) d. Observes, records and analyzes in-classroom activities with various instruments at high levels of reliability. (I-1)

( ) e. Designs interview procedures and materials to facilitate easy, objective recording of interviewee responses. (I-3)

( ) f. Writes clear, concise, unequivocal questionnaire items that are understood by nearly all respondents. (I-2)

( ) g. Develops focused observation instruments suitable for analyzing specific teaching problems. (I-1)

( ) h. Designs interview procedures and materials to assure in-depth probing for information beyond simple questionnaire-type responses. (I-3)

( ) i. Guides teacher planning for an observations to assure appropriate events can be observed. (I-1)

( ) j. Conducts in-depth interviews in conformity to specified procedures, recording data that is highly reliable. (I-3)

( ) k. Provides verbal feedback on observation data in ways that make it useful to the teacher and others. (I-1)

( ) l. Constructs frequency distribution displays of data in the form of bar or line graphs as well as in tabular form. (I-4)

( ) m. Tests and analyzes questionnaire items and response forms to guide substantial revisions. (I-2)

( ) n. Trains administrators and teachers in the use of a variety of observation instruments with high levels of reliability. (I-1)

( ) o. Trains interviewers in the use of in-depth interview schedules to produce highly reliable data among interviewers. (I-3)

( ) o. Constructs contingency table showing relationships between two or three sets of data. (I-4)

( ) q. Schedules observations and related activities to provide maximum assistance without wasted time or delay. (I-1)

( ) r. Constructs a scatter-gram showing data for individual respondents on two related dimensions. (I-4)

( ) s. Selects response modes for items that assure reliable data that is objective and easily analyzed. (I-2)

( ) t. Designs surveys of teaching which utilize observations and other data to evaluate program operations. (I-1)

( ) u. Computes means, medians, modes, and ranges for an array of data. (I-4)

( ) v. Constructs branching diagrams to reveal three variable relationships in graphic form. (I-4)

( ) w. Analyzes teaching performance using observation, self-report, student report and other data sources in ways that diagnose strengths and weaknesses. (I-4)

( ) x. Computes simple tests of significance using Chi-Square or non-parametric techniques. (I-4)

( ) y. Designs tables and charts for "translating" questionnaire data into readily understandable displays. (I-2)

( ) z. Writes clearly and simply to communicate to teachers or even laymen about the meaning of data displays. (I-4)

( ) aa. Recommends appropriate and inappropriate ways for using formative data for summative purposes. (I-1)

( ) bb. Draws conclusions from analyzed data that are logical and limited. (I-4)

( ) cc. Describes procedures for completing a questionnaire that are clear and easy to follow. (I-2)

( ) dd. Writes recommendations for action based on conclusions drawn data. (I-4)

REMINDER: Have you designated some items (+) and others (-)?
Have you left some items blank ( )?

Thank You!

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DIRECTIONS FOR INSTRUMENT III
SUPERVISORY COMPETENCE DIAGNOSTIC WORKSHEET

( ) 1. Collect all copies of Instrument II prepared by various "other persons", (clients, coordinates and superordinates).

( ) 2. Complete the identifying information at the top of Instrument III.

( ) 3. Record the specific competency titles in column (1). Use both the code designation and the title as shown on Instrument I, Section 2. Record only those competencies included in your selected task area.

( ) 4. Transfer your self-assessment designations from Instrument II to Instrument III, column (2). Record your pluses (+) and minuses (-). Be sure to place each designation on the line that correspond to the competency title shown in column (1). For instance, each time an item on Instrument II is labeled (F-1) then the plus (+) or minus (-) designation is transferred to Instrument III, column (2) opposite "F-1 Supervising in a Clinical Mode". This time use blank designations by recording a zero (0) each time a blank is transferred.

( ) 5. Transfer as in #4 above each set of diagnostic data from other persons. Record all clients' data in column (3). Record all coordinates' data in column (4). Record the superordinates' data in column (5).

( ) 6. Record at the top of column (3) and (4) the number of different sets of data recorded in each column (n=).

( ) 7. Study designations in columns (2), (3), (4), and (5).
Note competencies with pluses (+) in all columns and no minuses.
Note competencies with minuses (-) in all columns and no pluses.
Note competencies with zero designations in most columns. (Blanks)
Note competencies with mixtures of pluses (+), zeros (0), and minuses (-) in columns (2) through (5).

( ) 8. Decide on which competencies to designate as Accomplishments.

( ) 9. Circle the star in column (6) for any competency consistently marked with pluses (+) in all or nearly all columns (2) through (5).

( ) 10. Designate job expectation in column (7) as "yes" or "no" or "?" (uncertain) for each competency. Discuss this with "other persons" to check your impressions. Mark with a "yes" only those competencies which are clearly important job expectations in your present assignment.*

---

*Intern Supervisors should respond in column (7) in terms of initial assignment or position to be sought.

Directions for Instrument III continued:

( ) 11. Select, mark with an "X" and prioritize in column (8) those competencies that need further diagnosis. Select competencies that are most designated with minuses (-), least designated with pluses (+), and are also marked "yes" in column (7).

( ) 12. Turn to page 2 of Instrument III.

( ) 13. Re-record in column (9), in priority order, only those titles of competencies marked "X" in column (8).

( ) 14. Identify job performances designated with minuses (-) by you or "other persons" when completing Instrument II. Identify only those job performances related to the selected, marked, prioritized competencies listed in column (9).

( ) 15. Record each identified job performance as a complete statement in column (10) opposite its related competency. Include the letter designation (a, c, f, bb, etc.) along with the complete statement of the performance from Instrument II.

( ) 16. Tabulate the frequency of minus (-) designations for each identified job performance in column (11). Be sure to review all copies of Instrument II completed by self and by "other persons" and tabulate each minus (-) designation for each identified job performance.

( ) 17. Study the full array of identified job performances. Consider the frequency with which each performance was designated minus (-), "clearly not descriptive" of you as a supervisor.

( ) 18. Select and mark (X) in column (12) those job performances that are most in need of attention -- that you should learn to perform better or more fully. These are those most consistently designated with minuses (-).

( ) 19. Prioritize those selected and marked in any order that makes sense in terms of importance, sequence, or feasibility.

( ) 20. Prepare your plan for growth in professional supervisory competence.

( ) 21. Implement your plan.

( ) 22. Recycle by returning to step 11 or step 18 above, or by starting with fresh data.

INSTRUMENT III

SUPERVISORY COMPETENCE DIAGNOSTIC WORKSHEET©

Supervisor _____ Title _____ Date _____

School/District _____ Selected Task Area : A B C D E F G H I
(Circle one)

(1) Competencies (Write number and title)	(2) Self-Assessment	(3) Other Persons: Clients (n=)	(4) Other Persons: Coordinates (n=)	(5) Other Persons: Superordinate	(6) Accomplishments (circle)	(7) Job Expectations	(8) Selected for Diagnosis
					O		
					O		
					O		
					O		
					O		
					O		
					O		
					O		
					O		
					O		

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(9) Selected Competencies (Record by code and title)	(10) Identified Job Performances (Write full statements) Item Code	(11) Frequency of Minuses	(12) Select, Mark "X", & Prioritize

NEXT STEPS: PREPARE A GROWTH PLAN. IMPLEMENT THE GROWTH PLAN. RECYCLE

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